



YEAR 1 / SPRING 1

WHAT WERE SCHOOLS LIKE IN THE PAST?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

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ACADEMIC EXCELLENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Encourage the children to explain what they are learning and consider what they need to do next to improve. ✓ Ensure the children work as independently as possible until tasks are completed to the best of their ability. ✓ Provide opportunities for the children to act on feedback to improve their learning.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to provide learning opportunities for the children to take appropriate risks. ✓ Increase independence for working on tasks ✓ Encourage the children to show responsibility and some initiative. ✓ Continue to support children to manage their emotions and encourage them to develop effective relationships.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop our understanding of the 5Rs with a particular focus on being 'Responsible' in the Spring Term 1. ✓ Celebrate successes and learn from our mistakes. ✓ Work towards achieving Learning to Learn Awards. ✓ Encourage the children to ask questions to help them to apply their knowledge.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Encourage the children to work cooperatively, working with each other's strengths, so that tasks are completed well. ✓ Ensure that in assemblies, children appreciate, respect and celebrate difference. ✓ Continue to adapt behaviours according to environments and audiences – home, school, school visits



ENGLISH	READING	<ul style="list-style-type: none"> ✓ Apply phonic knowledge and skills as the route to decode words. ✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ✓ Be encouraged to link what they hear or read to their own experiences. ✓ Discuss word meanings, linking new meanings to those already known. ✓ Make inferences on the basis of what is being said and done. ✓ Check that the text makes sense to them as they read and begin to correct inaccurate reading.
	WRITING	<ul style="list-style-type: none"> ✓ Continue to say out loud what they are going to write about. ✓ Sequence sentences to form short narratives. ✓ Re read what you have written to check it makes sense. ✓ Discuss what they have written with others. ✓ Join words and joining clauses using 'and' and 'because'. ✓ Form lower case letters accurately and begin to understand which letters belong to which handwriting 'family'. ✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
	SPELLING / PHONICS	<ul style="list-style-type: none"> ✓ Spell common exception words. ✓ Use -ing, -ed, -er and -est where no change is needed in the spelling of the root word. ✓ Apply phonic knowledge and spelling rules covered, to their written work.
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> ✓ Articulate and justify answers, arguments and opinions. ✓ Listen and respond appropriately to adults and their peers. ✓ Use relevant strategies to build on their vocabulary.

MATHS	<p>Numbers to 20</p> <ul style="list-style-type: none"> ✓ Counting to 20 ✓ Writing to 20 ✓ Comparing numbers ✓ Ordering numbers ✓ Number patterns <p>Addition and Subtraction within 20</p> <ul style="list-style-type: none"> ✓ Add by counting on ✓ Add by making 10 ✓ Add by adding ones. ✓ Count back from largest number ✓ Subtract from ones/subtract from tens ✓ Number facts/no. bonds to 10 <p>Shape</p> <ul style="list-style-type: none"> ✓ Recognise and name 3-D shapes ✓ Recognise and name 2-D shapes ✓ Group shapes via criteria ✓ Make patterns using 2-D shapes <p>Height and Length</p> <ul style="list-style-type: none"> ✓ Comparing Height and Length ✓ Measuring Length using things ✓ Measuring Height and Length using body parts ✓ Measuring Height and Length using a ruler



SCIENCE	<p>Work Scientifically</p> <ul style="list-style-type: none"> ✓ Observe closely and use simple equipment. ✓ Identify and classify. ✓ Use their observations and ideas to suggest answers to questions. <p>Animals</p> <ul style="list-style-type: none"> ✓ Identify and name common animals – reptiles, mammals, birds, fish and amphibians. ✓ Describe and compare the body structures of different kinds of animals. ✓ Describe and compare how different types of animals move/ what they eat. ✓ Identify and name common animals – carnivore, herbivore, omnivore.
HISTORY	<ul style="list-style-type: none"> ✓ To know that schools have been in the locality for many years but they have not always been the same. ✓ Compare aspects of life in different periods, look at similarities and differences. ✓ Know where people and events fit within a chronological framework. ✓ Develop awareness of the past using common words and phrases relating to the passing of time. ✓ Ask and answer questions about the past (linked to English topic).

COMPUTING	<p>Moving a robot</p> <ul style="list-style-type: none"> ✓ To explain what a given command will do. ✓ To act out a given word. ✓ To combine 'forwards' and 'backwards' commands to make a sequence. ✓ To combine four direction commands to make a sequence. ✓ To plan a simple program ✓ To find more than one solution to a problem.
GEOGRAPHY	<p>HISTORY FOCUS</p>



PHYSICAL EDUCATION	<p>Sending and Receiving</p> <ul style="list-style-type: none"> ✓ To develop rolling and throwing a ball towards a target. ✓ To develop receiving a rolling ball and tracking skills. ✓ To be able to send and receive a ball with your feet. ✓ To develop throwing and catching over a longer distance. ✓ To apply sending and receiving skills to small games. <p>Dance</p> <ul style="list-style-type: none"> ✓ To use counts of eight to move in time and make my dance look interesting. ✓ To explore pathways in my dance. ✓ To create my own dance using actions, pathways and counts. ✓ To explore speeds and actions in our pirate inspired dance. ✓ To copy, remember and repeat actions that represent the theme. ✓ To copy, repeat, create and perform actions that represent the theme. 	PSHE	<p>Families and Care</p> <ul style="list-style-type: none"> ✓ What constitutes a family and what families do for us? ✓ Explore and know that there are different types of families. ✓ To know who you can ask for help.
MUSIC	<ul style="list-style-type: none"> ✓ Learn to recognise when it is appropriate to take a breath when singing a song. ✓ Through movement show how a piece of music can be broken up into sections (different phrases). ✓ Identify, through movement, when phrases begin and end. 	ART AND DESIGN	<p>Drawing</p> <ul style="list-style-type: none"> ✓ Draw lines of different sizes and thickness. ✓ Use lines and enclosed shapes as a clear outline. ✓ Begin to control lines (colour inside lines). <p>Sculpting</p> <ul style="list-style-type: none"> ✓ Think about shape and simple proportion. ✓ Twist, scrunch and roll paper to create distinct, strong shapes. ✓ Use tape to encase shapes. ✓ Use tape to connect shapes.
Design Technology	NONE THIS HALF TERM	RELIGIOUS EDUCATION	<p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> ✓ To discuss and reflect on the emotions and meaning behind the Parable of the Lost Son. ✓ What do Christians believe God is like? ✓ To understand the meaning of the Parable of the Lost Son and how it teaches Christians about God's forgiveness. ✓ Identify why Christians believe God is loving, forgiving and all-knowing. ✓ To understand why the story of Jonah helps many Christians believe that God knows everything and is always there for them.
		ENRICHMENT	<ul style="list-style-type: none"> ✓ No Outsiders – To know that people are different ages and all the good things there are about growing up. ✓ Class library visit – 20.1.26 ✓ World Religion Day - 18.1.26 ✓ Families and Care (SRE day) – w/c 19.1.26 ✓ National Story Telling Week – w/c 2.2.26 ✓ Children's Mental Health Week – w/c 9.2.26 ✓ Online Safety Day 10.2.26